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ABSTRACT

The education policy of the Greek government rests on the basic assumption that effective education is a social goal and that every citizen has a right to an education. A brief description of the Greek education system and of the adjustments made to give practical meaning to the provisions on education in the Constitution is presented in the introductory chapter. Chapter 1, "Primary Education," examines nursery schools, primary schools, and factors common to both. Chapter 2, "Secondary Education (Lower and Upper Cycle)," looks at the gymnasia, the lower cycle secondary education; the lykeions, the higher cycle secondary education; and middle technical and vocational education. Chapter 3, "New Legislation on Primary and Secondary Education," describes the Pedagogic Institute as an official state educational research and study organization, childrens centers, four kinds of lykeion, in-service teacher training, and a central council for special education. Chapter 4, "Tertiary Education," reviews higher technical and vocational education and university level education. Additional topics discussed include private education, special education, the movement of young people into the job market, the education of the children of Greek migrant workers, the education of children from foreign countries, and adult education. The document contains 17 tables of statistical data concerning the educational system of Greece. (APG)

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THE EDUCATION SYSTEM IN GREECE

Brussels 1984

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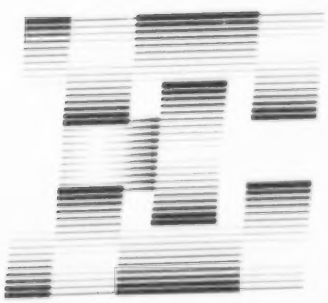

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THE EDUCATION SYSTEM IN GREECE

Brussels 1984

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Greek EURYDICE Unit
Athens

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EURYDICE CENTRAL UNIT
Rue Archimède 17
B-1040 Bruxelles
Tel. : (02) 230.03.82

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THE EDUCATION SYSTEM IN GREECE

This report was prepared at the initiative of the Commission of the European Communities by the EURYDICE National Unit, Directorate of the European Communities, Ministry of Education, Athens, Greece in collaboration with EURYDICE Central Unit, Brussels, Belgium.

The original version of the report was presented to the Education Committee of the European Communities in September 1983. However, major changes in the education system in Greece since that date have necessitated a revised version being produced.

July 1984

EURYDICE Central Unit

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Ministry of Education, Athens

Directorate of the European Communities

Greek EURYDICE Unit

FOREWORD

Preparations for the meeting of the Education Committee of the European Communities, during the Greek Presidency, necessitated a systematic presentation of the structure and operation of the Greek educational system.

To meet this need the Central Unit of EURYDICE, the Education Information Network requested the Greek Unit to draft a short report which it undertook to publish.

The information and data in the report have been compiled with the help of the competent divisions of the Ministry.

Recognizing the difficulties presented for the reader by such a summarized description of the educational system, the Greek Ministry of Education will provide further information for those who may wish to know more about specific aspects.

September 1983

Head of Division

DR. M. AIGINITOY-PANAGIOTIDOY

PREFACE

Article 16 of the Greek Constitution contains the following provisions:

"1. Art and science, research and teaching, shall be free of impediment, and it shall be incumbent on the State to develop and advance them. Academic freedom and freedom in teaching shall be subject to the provisions of the Constitution.

2. Education shall be a fundamental concern of the State. Its purpose shall be to develop national and religious awareness and to provide for the moral, intellectual, physical and vocational education of the Greeks, and to engender their upbringing as free and responsible citizens.

3. Compulsory education shall last for not less then nine years.

4. All Greeks shall be entitled to free education in the state institutions, at all levels. The State shall support distinguished students and those in need of assistance or special protection, according to their abilities."

The educational policy of the Greek Government rests on the basic assumption that "education is a social good and something to which every citizen has a right. The State has an obligation to ensure this provision for every young person as an urgent priority, in every corner of our land - with the same level and quality of preparation, the same upright, transparent and objective procedures, the same reliable and full provision of information about opportunities and conditions of study at all levels, about the specific needs of the economy, and about the situation in employment.

One of the basic objectives of our educational policy is to seek out and develop the creative abilities and talents of our young people, to give these young people a systematic preparation for shouldering the difficult task of regenerating our country and ensuring its progress, in a responsible way, with critical understanding and, above all, as socially conscious workers and citizens equipped with adequate scientific and technical expertise."[1]

In the following pages there is a brief description of the entire state educational system and of the adjustments which have been made in the last few years in order to give practical effect to the provisions on education in the Constitution. A special chapter deals with the effects of the recent changes on the private education sector.

Further chapters provide a summary of the Ministry's positions as regards special education and the movement of young people into working life, two matters which have been given particular attention by all the EC countries.

Separate mention is made of a matter which is of special concern to Greece, the provision of education for the children of Greek migrant workers. This problem is growing in scale as more and more Greeks living abroad assert their desire ultimately to return to Greece.

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[1] From the speech of the Prime Minister, Mr. Andreas Papandreou, to the inaugural gathering of the National Council for University-level Education (4.4.1983).

The two final chapters refer to the education of children from foreign countries, another matter which has been given particular attention by all EC countries, and adult education, of growing importance in Greece as regards measures to combat illiteracy.

A. THE STRUCTURE AND OPERATION OF THE EDUCATIONAL SYSTEM

Education is provided on three levels: primary or elementary education, secondary or middle education (at gymnasia or lykeions) and tertiary education which encompasses studies at university-level institutions (AEI) and at other higher technical and vocational institutions below university level.

Compulsory education lasts for 9 years (6 years at a primary school and 3 years at a gymnasium).

Responsibility for the administration and operational supervision of general and technical and vocational secondary schools lies with senior staff of the education directorates or offices. Teachers and administrative employees serving in the directorates or offices come under the control of these parties.

At the same educational level the responsibility for issuing guidance on teaching matters rests with the Schools Adviser whose duty it is to assess the performance of teachers and to arrange for their further training as well as to encourage educational research. The position of Schools Adviser was brought into being by Law 1304/1982.

The structure of the Greek educational system, together with the relevant age groupings and the duration of study at each level, is shown in the diagram on the first page of the Annex.

A.1. PRIMARY EDUCATION

Primary education encompasses both nursery schools and primary schools.

A.1.1. Nursery Schools

Nursery education lasts for 2 years and is optional. The enrolment of infants is subject to their reaching the age of 3½ not later than 1/10 of the way in to the first year of attendance. Because there are insufficient nursery schools to cover demand entrance to them is often decided by the drawing of lots. This occurs when the number of infants for whom enrolment is sought is greater than the number of available places. The relevant figures on pre-school education for the period 1971/72 to 1982/83, covering school, staff and pupil numbers, are given in Table 2.

The nursery schools operate on a single-teacher or two-teacher basis, with approximately 30 infants per teacher.

The schools open on five days of the week and infants attend daily for 3½ hours.

The nursery teachers are graduates of the 2-year nursery teaching schools. These training schools operate their own nursery schools where their students receive practical training.

A.1.2. Primary Schools

Primary school attendance is compulsory and lasts for 6 years. Children are initially enrolled for the year in which they will reach the age of 5½ not later than 1/10 of the way into the year of attendance.

Pupils are graded according to the following designations: Very good (A), Good (B), Average or below (C).

It is normal for children to progress upwards through the classes without being kept back for a year. Only when a pupil has, for some serious reason, missed more than half of the teaching year is he or she compelled to sit a progress examination. Failure in such an examination may make it necessary for a pupil to repeat a year's tuition. The primary schools vary from being single-teacher schools to establishments with up to 15 teachers, based on an average of 30 pupils per teacher. The development of the pupil population in relation to school and teacher numbers for the period 1971/72 to 1982/83 is shown in Table 3.

The schools operate a 5-day week. Classes 1 and 2 receive 23 hours of tuition and the other classes 25 hours. For classes 1 and 2 the subjects taught are: study of the environment, modern Greek, mathematics, physical education and aesthetic training. For the remaining classes the curriculum includes religious education, Greek language, history, physics and chemistry with elementary hygiene, geography, arithmetic and geometry, citizenship training, crafts, music, gymnastics and cultural activities. Books are provided free.

In addition to the ordinary primary schools there are also model primary schools operated by the teacher training colleges and experimental primary schools attached to the universities of Athens, Thessaloniki and Patras.

These two latter types of school help to facilitate the practical training of, respectively, teacher trainees and teachers undergoing postgraduate training.

A.1.3. Nursery Schools and Primary Schools - Factors common to both

The school year lasts from 1/9 to 31/8 of the following year. The teaching year, the period, that is, during which teaching is conducted, lasts from 11/9 to 10/6 of the following year.

The schools close for 15 days at Christmas and 15 days at Easter. The summer vacation lasts from 11/6 to 10/9.

Pupil, school unit and teaching staff figures for 1982/83, together with school unit and teacher pupil ratios, are given in Table 8 of the Annex.

Until this year the teachers at the two types of school have been trained, respectively, at 3-year teacher training colleges and 2-year nursery teaching schools. However, under Law 1268/82 (article 46) (FEK 87/82 t.A'), primary teacher training departments and nursery teaching departments are being established at the universities of Athens, Thessaloniki, Patras, Ioannina, Thrace and Crete. Courses in these departments will take 4 years to complete. Presidential Decrees which will bring these departments into operation for the 1984/85 academic year are in the process of being issued.

Postgraduate education for nursery and primary teachers has hitherto been provided at the Marasleio Primary Education College and has been of two years' duration. When the training departments at the universities have been set up this function will be transferred to them.

In-service training for nursery and primary teachers takes place at Primary Education In-Service Training Schools (SELDE). There are currently 10 such schools. Courses of training last for one year.

Figures on the numbers of students, departments, graduates and training personnel at the colleges and schools which provide training and postgraduate training for nursery and primary teachers are shown in Table 12 of the Annex

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A.2. SECONDARY EDUCATION (lower and upper cycle)

A.2.1. General Secondary Education. Basic data on the development of this level and type of education in the period 1971/72 to 1982/83, with reference to school units and pupil and teacher levels, are given in Table 4.

A.2.1.1. Gymnasia (lower cycle secondary education)

Attendance at the gymnasia is compulsory and lasts for 3 years. There are 1478 daytime gymnasia and 42 which operate in the evenings only (these latter are for older students who finished their education before lower cycle secondary education became compulsory). Pupils who have completed the normal 6 years of primary education are admitted automatically to the gymnasia without examination.

All pupils throughout the country follow a common course of tuition. Apart from foreign language textbooks all books are provided free (one book per subject, that is). The subjects taught to the three gymnasia classes and the weekly tuition schedules are shown in Table 5. The teaching year is divided into 3 periods of three months each. Every three months all pupils are assessed orally and on the basis of written exercises.

Progression from class to class is dependent on the marks gained in each subject for each of the three-month periods. Final decisions on the progression of pupils from class to class, and on their ultimate graduation if they have completed three years, are taken by the teachers in a school acting as a single body. Pupils must attain a mark of at least 10 (the maximum mark is 20) in each subject. However, a pupil may be allowed to progress to the next class if, despite having a mark of less than 10 in up to four subjects, he or she has an overall mark in all subjects of 13 or above.

There are no special end-of-year written examinations for each class.

A.2.1.2. Lykeions (higher cycle secondary education)

Holders of the gymnasium leaving certificate have automatic right of admission, without examination, to either a general lykeion or a technical and vocational lykeion, the two main types of higher cycle secondary institution.

Lykeion studies last for three years except at the few evening lykeions for students in employment where studies extend over four years. Books are provided free, except for foreign language textbooks. Pupils at the general lykeions follow common courses for each of the first two years of attendance (i.e. in classes 1 and 2). The weekly teaching programmes for these two years are shown in Table 6 of the Annex. In their final year (class 3) pupils receive 10 hours of tuition each week in a common core of general education subjects and 20 hours of tuition in the subjects of one of four option streams which are designed to prepare them for entry to specific areas of study at university-level or higher institutions. Commencing in the 1983/84 school year a fifth option stream, designed to cater for the needs of pupils who wish to enter working life rather than graduate to tertiary studies, has been

added to the other four. This latest option stream is made up of general liberal subjects. Details of the common core general education subjects and of the subjects in each of the option streams are given in Table 7, together with the weekly tuition schedules.

The teaching year at the lykeions, as in the case of the gymnasia, is divided into 3 periods of three months each. Every three months all pupils are assessed orally and on the basis of written exercises.

Whereas at the gymnasia there are no end-of-year examinations, pupils at the lykeions, in addition to the oral assessment of their work in all subjects over each three month period, have to sit official class progression or final graduation (according to the case) written examinations in each subject during June. The final assessment of a pupil's performance over the year in each subject is based on the average of the oral assessment mark and the end-of-year written examination mark. As at the gymnasia, final decisions on the progression of pupils from class to class, and on their ultimate graduation if they have completed three years, are taken by the teachers in the school acting as a single body.

We point out that under the new selection system for entry to university-level and higher institutions the following marks are taken into account when assessing candidates.

1. The general marks attained by the candidate when progressing from class 1 to class 2 and from class 2 to class 3.

2. The general graduation mark attained at the end of class 3.

3. The marks attained by the candidate in the national written examinations in the preparatory option stream subjects.

These latter written marks serve two purposes: they are used, together with the oral marks in each of the corresponding subjects, to assess pupils for the award of the graduation certificate, and, on their own, they are used to assess the suitability of applicants for places at university-level and higher institutions. Young people who do not gain admission to tertiary education at the first attempt have the right to seek - without any limitation on the number of attempts - to improve their marks in order to satisfy the entrance requirements of the particular institutions of their choice. To assist them in this Post-Lykeion Preparatory Centres have been set up in all parts of the country. These began functioning in January 1983.

These Post-Lykeion Preparatory Centres were established in order to help neutralize the enormous geographical, social, class and other inequalities which, over the country as a whole, affect the level of educational opportunity open to young people, to breathe life into the regions and to do away with parallel education methods.[2]

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[2] The term "parallel education" refers mainly to the activities of private cramming institutes (frondistiria) which prepare young people for tertiary education entrance examinations.

Teachers in secondary education receive their initial training at the universities. For in-service training they attend one of the Secondary Education In-Service Training Schools (SELME) of which 10 are currently functioning.

Details of the numbers of teachers who attended these in-service training schools in the 1981/82 academic year, together with the numbers of departments, of training personnel and of those who graduated at the end of their courses, are given in Table 12 of the Annex.

Details of the numbers of pupils, school units and teachers, as well as of pupil/school unit and pupil/teacher ratios, in the gymnasia and general lykeions for the 1982/83 school year are given in Table 8.

A.2.2. Middle Technical and Vocational Education

This form of education is provided at two types of school:

a) Technical and Vocational Lykeions (TEL),
b) Technical and Vocational Schools (TES).

These institutions were established by Law 576/1977. Attendance at the technical and vocational lykeions is for 3 years, and at the technical and vocational schools for 2 years. Pupils at the lykeions follow a common course for their first year of attendance (class 1). Out of a total of 35 hours of tuition provided weekly 21 hours are taken up by general education subjects. For the other 14 hours technical and vocational subjects are taught in order to familiarize pupils with the various skills and to enable them to make a wise choice as regards the specialization they wish to follow in the ensuing two years (classes 2 and 3). Choice of specialization sector is made at the beginning of the second year. In class 2 pupils receive 18-19 hours of tuition each week in general education subjects and 16-17 hours of tuition in their particular specializations out of which, depending on the specialization sector, 2-8 hours are spent in the workshop.

In class 3 pupils receive a weekly total of 32 hours tuition. 13 hours are given over to general education and 19 hours are devoted to specialization teaching. The number of hours spent in workshop training varies according to sector and specialization. Instead of following a specialization, pupils in class 3 may, if they wish, follow a course of study in the subjects of one of the preparatory option streams of which mention was made in the previous section. However, at the technical and vocational lykeions only option streams A, B, and C are available.

As at the general lykeions the school year is divided into periods of three months each, and the same methods for assessing the performance of pupils also apply.

Table 9 gives details of the specialization sectors and the specific specialization departments in technical and vocational lykeions. There are currently 149 technical lykeions and 157 vocational lykeions in operation.

At the technical and vocational schools pupils receive 30 hours of tuition weekly in each of classes 1 and 2. Of these 9-10 hours taken up by general education and the remainder by specialization subjects. There are currently 107 of these schools in operation. The departments and available specializations in these schools are shown in Table 10.

In the 1982/83 school year teacher numbers in state-run middle technical and vocational education were approximately as follows: 4,500 teachers on the permanent establishment, and 2,500 teachers employed on an hourly basis. Another 850 teachers took up appointments on 1 September 1983.

More detailed figures on middle technical and vocational education are given in Table 8 of the Annex. (However, it should be noted that the figures given are for 1981/82).

A.3. NEW LEGISLATION ON PRIMARY AND SECONDARY EDUCATION

School reform continues with the drafting of new legislation. The new draft law intended to upgrade primary and secondary education will, replace law 309/76 (general education) and 576/77 (technical/vocational education) thus integrating the educational reforms of the government. The draft law will be presented to the various interested parties for their opinions and in order to draw up the definitive law which will go to Parliament before the Autumn; in any case the law will be in force from the coming school year (1984/85).

In each school, the headmaster, the president of the parents' association and a representative of the municipality will form a School Committee to deal with operational problems and meet with the municipal and communal authorities. The School Council is to consist of all teaching staff, representatives of the parents' association and at secondary school level two representatives of the students. Municipal or Community Education Committees (including the mayor and representatives of the parents, social classes and educational administration) deal with educational matters at a municipal or community level. At prefecture level there is to be a Prefecture Education Council, with representatives of the government, political parties, local initiatives, social classes, educators and parents.

The KEME is to be abolished and a Pedagogic Institute is to be set up as an official State organisation for educational research and study, educational technology and in-service teacher training. Connected to this are the councils of Pre-school Education, Primary Education, Secondary Education and Special Education. These draw up new educational aims for general knowledge and also vocational training as well as new curricula for the 9 years of compulsory education. Music, Fine Arts and Foreign Languages are to be instructed in Primary Schools, by specialist teachers.

As regards pre-school Education, Children's centres will be set up incorporating all kinds of maternal and nursery schools.

As regards Secondary Education, there will be the gymnasium and then four kinds of lykeion - general, classical, technical/vocational and comprehensive (polikladiko), certain of the latter will function experimentally from the coming school year. The comprehensive schools have a choice of lessons in class A, courses in class B and branches in class C. Post-gymnasium technical/vocational schools and the workshops for their practical exercises will be reorganised.

The headmaster, vice-headmaster and teachers' association will govern the school. The teachers of general and technical education will be unified and there will no longer be two grades.

Forms of periodic and continuous in-service training for all teachers will be provided. A Council for Further Training of Teachers and Regional Centres for Further Training will be set up, and "normal" schools will be abolished and in each region experimental schools for further training and new teaching methods will be created.

The new Central Council for special Education will be linked to the whole education system, special programmes for the education and vocational training of handicapped children will be drawn up and for the first time the State undertakes to issue teaching materials for the blind.

Secondary education students are to form student committees.

To be represented in the new organs parents' associations must include the parents of at least half the students in the school. In each municipality there will be a Parents' Union, in each Prefecture a Parents' Federation and for the whole country a Pan-Hellenic confederation.

Inhabitants of the area will be able to borrow books from the libraries of Primary and Secondary schools.

A.4. TERTIARY EDUCATION

Every graduate of upper cycle secondary education (including middle technical and vocational education) is entitled to seek admission to a tertiary institution. He or she must have pursued a set of option stream subjects which correspond to the area of study in tertiary education for which application is made. There are four (4) preparatory option stream subject areas, and each of these corresponds to an area of study in tertiary education.

Greece follows a policy of limiting the number of places made available in tertiary institutions (NUMERUS CLAUSUS). This applies over the whole spectrum of tertiary education.

Candidates are admitted on the basis of their overall mark and subject to a place being available in the department and School for which they have stated a preference. The number of entrants is decided upon by the Ministry of Education each year. A candidate's overall mark is calculated, to the extent of 75%, on his or her performance in the option stream subjects, and, to the extent of 25%, on the basis of the progression and graduation marks he or she achieved at the lykeion. As has already been stated, young people wishing to enter tertiary education have the right to retake examinations in any subject and, if they wish, to change to another set of preparatory option stream subjects.

In addition to the fixed number of places for Greek applicants a number of places in each department or School are made available for foreigners and students of Greek origin coming from abroad, some of whom receive scholarships.

For a period of 4 years a number of places at Technical Educational Institutions (TEI) will be reserved for applicants from technical and vocational lykeions without examination in option stream preparatory subjects, but subject to satisfactory performance in certain subjects they have followed in the final year at the lykeion.

A.4.1. Higher Technical and Vocational Education (Non-University).

In 1973 the Centres for Higher Technical and Vocational Education (KATEE) started to function. The aim was to solve the acute problem of the demand for University education and supply the labour market with a well-trained and skilled workforce. However, the KATEE failed to meet the real educatioal and socio-economic needs of the country. There were various reasons for this failure, the most important of which are analysed below.

The organisation and function of the KATEE followed no plan, the role of the KATEE and their students was not clear and therefore it was impossible to provide the necessary link between these institutions and the realities of the Greek economy.

The establishment of Schools and Departments in various parts of the country and the admission of students to them was not based on any plan and did not meet the regional needs of the economy : in many cases they ran completely counter to these needs.

The indicators reflecting the quality and content of studies (curriculum, teaching staff, infrastructure, organisation of studies ...) were lacking in quality and quantity.

The graduates were not absorbed into the labour market : most of them were either unemployed, under-employed or inappropriately employed.

All these contradictions, deficiencies and weaknesses led to failure, disorganisation and complete dead-lock.

Therefore, the Ministry of Education, within the framework of its educational policy and the goals of five year planning, decided to abolish the KATEE and replace them by the Technical Educational Institutions (TEI).

On 25 November 1983 law 1404/1983 on the structure and operation of the TEI became effective.

According to the law :

- A TEI is a self-governed public body subject to public law and supervised by the Minister of Education.

- Academic freedom and freedom in teaching is guaranteed and shall be subject to the provision of the constitution.

- Student participation in matters concerning the TEI and their studies is also envisaged.

- A TEI will comprise at least two schools (colleges) each incorporating at least two departments. In the establishment of schools or departments priority will be given to sectors that are considered viable.

- The curricula will be revised and up-dated every two years. They comprise compulsory courses, a number of basic options and some additional options.

- The members of the teaching staff are classified into three grades - professors, assistant professors, professors for applications - according to their academic qualifications and teaching and professional experience.

- The academic year is divided into two semesters each 17 weeks long.

- In addition, the law provides for the establishment of two advisory bodies to the Minister of Education.

  a) The Council for Technological Education (STE) with competencies in the development of general policy in this field ;

b) The Institute for Technological Education (ITE) which is a service by the Minister to advise him on matters regarding the internal organization of the TEI, the development of their curricula, the equivalence of diplomas etc.

Regional councils for technological education will also be created in the areas where the TEI are to be located. The first TEI will be established in the towns where the KATEE had been.

The TEI will contribute to :

- total and self-sufficient national, economic and social development ;

- transition to new methods of production ;

- national research, evaluation and assimilation of the technology introduced, and production and development of technology at national level ;

- development of a modern and dynamic economy, advanced technology, and a link between technical education and production ;

- logical development of the education system, the reform of the curriculum and upgrading of studies.

In contrast to the Institutions of Higher Education (AEI) which emphasize the promotion and development of science, research, and theoretical and all-round training, the TEI will be orientated towards the assimilation and application of scientific knowledge.

At present the institutions are in the intermediate stage as the KATEE change into the TEI.

About 30,000 students were studying in the 12 KATEE in Athens, Thessalonika, Patras, Larisa, Iraklion Crete, Seres, Kavala, Chalkis, Kozani, Florina, Piraeus, Mesolongi. These students have been transfered to the respective TEI which have now been established in all the cities except Florina where the KATEE has become an annex of the Kozan TEI.

The new students who enrolled this year and also those who are in the early stages of their studies will attend their courses in the new Institutions and will obtain their degree as graduates of the TEI. The rest of them can obtain equivalence of their degree as graduates of the KATEE through procedures provided for in the new Law (i.e. Seminars, In-Service Training, Retraining, etc.).

The Teaching and Administrative Staff of the KATEE has been allocated to the TEI and now amounts to 2,000. The existing Schools in the TEI are at present as follows :

1) Schools of technological applications.

2) Schools of graphical arts and studies in fine arts.

3) Schools of health and welfare professions.

4) Schools of food technology.

5) Schools of agriculture.

6) Schools of administration and economy.

The above Schools consist of 50 Departments and orientations. However, the possibility of the establishment, abolition, merging or division of TEI, branches, Schools and Departments with a view to improving the operation of the TEI as a whole, will be examined on the basis of the provisions of the new Law and the expected needs of the economy.

The STE, in which all the competent bodies participate (e.g.Ministries, the Organization for Manpower Employment - OAED - the Centre of Planning and Economic Research - KEPE - the Higher Education Institutions, the Confederation of Secondary School Teachers, Students Unions, Chambers, classes of economic activity), will make a decisive contribution in this direction.

All procedures regarding transition from KATEE to TEI which are expected to be completed shortly, will produce a complete picture of the new TEI and their development.

Details of total student numbers, and of the numbers of classes and students who graduated, for the 1981/82 academic year are shown in Table 11.

A.4.2. University-level Education

Article 16, paragraph 5, of the 1975 Constitution stipulates that all university-level institutions must be legal entities in public law and totally self-governing. These institutions are financed and supervised by the State and are organized in line with specific laws which deal with their operations. Such institutions may not be founded by private citizens or bodies.

Greece currently has 14 university-level institutions. These, together with their faculties and departments as presently constituted, durations of study and degrees awarded, are shown in Table 14 of the Annex.

In line with the policy of decentralization and development of the regions another 4 universities are being set up. These are:

The University of the Aegean, based in Mytilene,

The Ionian University, based in Corfu,

The University of Thessaly, based in Volos, and

The University of Attica which will also incorporate the unattached university-level schools currently operating in Athens and Piraeus.

The establishment of these new universities will play a part in smoothing out regional imbalancies.

Since 1974 many attempts have been made to reform university-level education. There was general acceptance of the view that it was in a state of impasse and that the deep crisis affecting the Greek universities was preventing them from fulfilling their tremendously important social role. The old university system was founded on the aloof institution of the professorial chair which stood apart from the day-to-day running of university affairs and took little note of the views of junior teaching staff and students.

In the context of promoting decisive structural change as regards the democratization and modernization of the universities, Law 1268/1982 - which deals with the structure and operations of university-level institutions - was drafted and eventually approved by Parliament. The new law was given presidential assent on 16 July 1982 and began to be applied in the universities from October 1982.

The radical legislative change effected by Law 1268/1982 has two central objectives: a) the safeguarding of the quality of studies which is essential from both the national and social standpoints, b) the introduction of a free and democratic system of education.

The institutional changes brought about by Law 1268/1982 can be summarized as follows:

I. The establishment of two new institutions:

1. The National Academy of Letters and Sciences (EAGE) and
2. The National Council for University-level Education (ESAP).

The EAGE, charged with the coordination of research, teaching and postgraduate studies, will contribute to the improvement of teaching staff selection standards. It will be composed of university professors of Greek citizenship, men and women of unquestioned achievement in the scientific, academic, literary and social fields and who enjoy the respect of the university and scientific community. The EAGE (which has not been constituted as yet) will advise the Government in matters pertaining to university education and will be responsible for planning and overseeing research at the universities in line with the policy established by the National Council on University-level Education (ESAP).

The ESAP is a monitoring body made up of representatives of the community, the universities, the political parties and the Ministry. It makes recommendations to the government on university matters, particularly as regards the following:

- the establishment, dissolution, amalgamation, organization and functioning of university-level institutions and faculties,

- the professional orientation and proper utilization of the country's scientific manpower,

- the allocation of funds and the establishment of teaching positions in all categories of university-level institution,

- the determination of the basic orientation of university research in line with the requirements of the Government's development programme at both national and regional levels,

- student transfers and the registration of graduates wishing to acquire another degree,

- the coordination of university-level education with continuing education programmes and in-service training requirements.

The ESAP has been functioning since April 1983.

II. The transfer of authority to the departments

In accordance with the stipulations of the Constitution concerning academic freedom the new law makes provision for all the elements involved in university life to share in decision-making. Henceforth the basic unit in this process will be the university department, which is itself divided into sections.

Responsibility for formulating teaching and research policy in connection with the subject areas for whch degrees are awarded now lies with the departments. The sections are responsible for implementing the basic policy decisions taken by their respective departments.

Each department is run by a general council which formulates teaching and research policy and exercises democratic control over all of the department's affairs. Students have 30% representation on the general councils.

On the electoral bodies which choose the administrative heads of the universities (rectors, vice-rectors, deans of faculties, departmental heads) students have equal representation with the research teaching staff (roughly 50% of the total membership).

Law 1268/1982 effected certain changes in matters relating to transfers and classifications in tertiary education and set up fair and reasonable procedures governing the return of young people from universities abroad.

The new law places schools in tertiary education on an equal footing in the practical sense, unifies and gives concrete shape to certain one-sided and contradictory arrangements which had pertained to the same procedures in schools of differing rank, and, lastly, in cases where there is a thoroughly documented social protection requirement, makes it possible for such factors to be duly taken account of in matters pertaining to the transfer of Greeks studying abroad.

Details of student and staff numbers at the university-level institutions, together with pupil/staff ratios by department, are given in Table 15 of the Annex.

B. PRIVATE EDUCATION

Pursuant to Law 682/1977 "concerning private general education schools and school hostels" such schools may be founded subject to the approval of the appropriate regional Board and the issuing of an affirmative decision by the Minister of Education or his appointed deputy. Law 576/1977 "concerning the organization and administration of middle and higher technical and vocational education" prohibits the establishment of new middle technical and vocational schools.

Law 1268/1982 "concerning the structure and operations of university-level institutions" (article 48) abolished the private higher technical and vocational schools which had been run under Ministry of Education supervision.

Article 16 (paragraph 8) of the Greek Constitution prohibits the setting up of university-level institutions by private citizens or bodies. Private secondary general education schools belonging to non-profitmaking legal entities may be supported financially via appropriations entered in the general budget of the Ministry of Education. The level of this support is decided by the Minister (Law 682/1977).

The private technical and vocational schools currently in existence are funded by their students' fees which are fixed by the Minister of Finance. Students attending these establishments maybe given financial assistance subject to ministerial decision (Law 576/1977, article 54). The amount of any such assistance is determined jointly by the Ministers of Finance and Education.

Private general and technical and vocational education schools teach the same syllabuses as their counterparts in the state system.

Private and state schools are controlled by the same supervisory authorities.

Control is exercised over staffing sufficiency, pupil numbers per class, transfers from state-run schools to private schools, the composition of the examining committees which are responsible for class progression and graduation examinations at the lykeions, the awarding of graduation certificates and, on occasion, the schools' textbooks. Following the promulgation of Law 1304/1982 "concerning teaching guidance and administration in general and middle technical and vocational education and other provisions", the guidance and supervision of teachers in private schools will be taken over by the Schools Advisers from the commencement of the 1983/84 school year.

Teaching hours limits for full-time teachers in the private schools are the same as those for teachers in state schools, according to the circumstance. Teachers in the private schools receive at least the same remuneration as their equal-ranking counterparts in the state schools.

The certificates awarded by private primary schools rank equally with those awarded at state primary schools.

The certificates awarded by private lower cycle general secondary schools (gymnasia for pupils aged 12-15) rank equally with those of the state-run gymnasia, without any special procedure having to be followed. However, at the upper cycle (private general lykeions) pupils in all three classes have to sit written class progression (or graduation) examinations in all subjects at the end of each school year under the supervision of a mixed committee made up of private and state school teachers. Private general lykeions are not permitted to award leaving certificates to any of their pupils who have not sat the examinations supervised by the mixed examining committee.

Pupils in private technical and vocational education have to appear before a special committee at the end of their final year prior to being awarded a leaving certificate equivalent to that awarded by the corresponding state schools.

Detailed information on private general and technical and vocational education is given in Table 8.

On 4 May 1984 the Ministry of Education published the draft law on private education which makes private schools (private schools, for general and technical/vocational education) subject to far more stringent control. The Ministry and the teachers are agreed on the following points of the law:

- private schools are first and foremost educational establishments and businesses second;
- private schools are answerable to the Ministry of Education and are subject to inspection by its pertinent regional bodies;
- private and equivalent schools are subject to financial control;
- private and state schools should be organised in the same way and have exactly the same curriculum;
- it is prohibited to hold written or oral examinations for entry into private schools;
- curricula, teaching hours, holidays and anything associated with education are regulated by provisions in force;
- certificates awarded are to be in Greek and of a type prescibed by the Ministry of Education;
- certificates cannot be bought.

The draft law will not apply to schools belonging to foreign embassies or foreign private schools. The Deputy Minister of Education has announced that there will be a special legal regulation to cover them.

C. SPECIAL EDUCATION IN GREECE

The provision of general and vocational education for children with special educational needs is a multi-faceted new extension as far as the Greek educational system is concerned.

Until a few years ago special education was provided only for a few children, mainly as inmates in homes run by various charitable foundations. In recent years, however, with the creation of the necessary legislative infrastructure (Law 1143/1981 and Presidential Decrees 603/82, 605/82 and 137/83, etc.), the provision of - in general terms - properly trained staff and the founding of a number of special schools covering the whole country, this sector has been given a systematic push forward.

Up to the present approximately 400 primary and nursery teachers have received further training in special education. Currently Greece has 132 special schools of varying size. Of these 99 cater for mentally retarded children, 14 for the deaf and others with severe hearing defects, 12 for the physically handicapped, 3 for the blind and 4 for children who are socially maladjusted. Of the total number of 132 special schools 115 are run by the State and 17 by foundations or private citizens. There are 9 nursery schools, 117 primary schools, 4 gymnasia and 2 lykeions.

Although there are 4,000 pupils in attendance at these schools it is recognized that the number of children who require this form of education is far greater. Approximately 20,000 pupils who are attending ordinary schools at the three levels have been listed by their teachers as suffering from psychological or physical disadvantages.

From the commencement of the 1983/84 school year special classes will be set up in ordinary schools to cater for those of their pupils who have special educational needs. It is the Ministry's intention to set up more of these classes on a country-wide basis because they enable special education children to mingle with normal children and to become integrated into society.

The Ministry is preparing special syllabuses for the various types of special school and it is planned to implement these on a trial basis when the new 1983/84 school year begins.

The general supervision and operational monitoring of special educational programmes over the country as a whole is to be the responsibility of 8 Special Education Advisers who will each cover a particular region.

Finally, an effort is being made to round off the special education of problem children through the establishment of the first Special Vocational School which will provide young people in the 14-18 age bracket who have completed their time at special primary schools with a vocational training so as to enable them to make a successful transition from school to workplace and life in the community.

Other Special Vocational Schools are planned.

D. MEASURES UNDERTAKEN BY THE MINISTRY TO AID THE MOVEMENT OF YOUNG PEOPLE INTO WORKING LIFE

It should be made clear at the outset that the Ministry has no official remit to monitor unemployment trends, nor does it keep data on the subject. This responsibility lies with the Manpower Employment Organization which is attached to the Ministry of Labour.

This does not mean, of course, that the Ministry is indifferent to youth unemployment. However, its activities in the fight against this are more preventive than regulative. It acts in two main ways:

(a) by ensuring that educational policy is shaped in such a way as to make the transition of young people into working life as easy as possible, without this impeding the free development of children's personalities and without, at any level, curtailing the acquisition of knowledge. This it is doing via the following processes:

- with the gradual incorporation of the subject of school vocational guidance into the school curriculum.

- with the formulation of suitable educational programmes (variety of subject options).

- with the development of middle and tertiary technical and vocational education.

- with its plan to introduce vocational guidance into the universities in order to help students make career choices.

- with the development of continuing education as a supplement to the formal educational system, thus offering young people additional opportunities for both preparatory instruction and basic vocational training.

(b) by using some of the money paid to Greece from the EC Social Fund to develop accelerated training courses (in-service data processing training scheme for entrepreneurs and their employees in the framework of the technological development/training programme designed to provide young people in the 16-21 age bracket with the skills required by industry), vocational training courses for disadvantaged adolescents, and a technical and vocational on-the-job training scheme for unemployed young people in the 20-25 age bracket.

It should also be mentioned that the Ministry is planning to start 3 pilot projects related to "the transition of young people from education to the world of work". This is being done in the context of the 3-year programme set up by the Council of Education Ministers of the EC (approved on 12 July 1982) for the implementation of 30 pilot projects in the Member States on the same general theme. The projects to be implemented in Greece are, briefly, as follows:

1. The training of secondary education school vocational guidance teachers.

2. The training of lykeion graduates to man agricultural cooperatives.

3. An experimental lykeion comprehensivisation scheme.

E. THE EDUCATION OF THE CHILDREN OF GREEK MIGRANT WORKERS

It is not known exactly how many Greek children of compulsory school attendance age (6-15) are resident in the countries of the EC. In West Germany, where most Greek migrant workers are living, there are approximately 50,000 such children.

Of the Greek workers in the EC countries (and amongst these we number the Greek Cypriots who have settled in Great Britain because they, too, have need of the same educational facility) a proportion have decided to remain in their host countries on a more permanent basis, whilst others, who in some countries (such as Germany and Holland) are in the majority, intend to return to Greece or are uncertain of their plans.

As a general rule, those in the first category either prefer, or have accepted, that their children should integrate with the educational systems of their host countries and simply seek that a lesson in Greek language and civilization be incorporated into the morning curriculum of the particular national schools their children attend. The others, who either plan to return to Greece or have indefinite plans, prefer more of a Greek language programme, or that the teaching of their children should be in Greek, so that on their return to Greece they can integrate into the Greek educational system without insurmountable obstacles. This latter desire has expressed itself more in countries where, for reasons mainly to do with language, a large percentage of Greek pupils (in West Germany more than half of them) fail to successfully complete their basic schooling. Thus, in Germany, for example, where the problem is most acute, Greek parents express satisfaction with the Greek schools in Bavaria and with the new bi-lingual classes in Baden-Wurtemburg, but are up in arms about the situation in North Rhine-Westphalia, chiefly, but also in Hesse, where the länder governments have imposed the integration of Greek children into the normal German classes and have drastically reduced the teaching of Greek.

The Greek Ministry of Education considers the concern of the Greek migrant parents to be justified and respects their wishes. hence it seeks:

1. For the children who, in accordance with their parents' wishes, are attending ordinary national school in the host countries:

   (a) special help to enable them to overcome the problems of language and adjustment, and

   (b) the incorporation into their morning school curricula of a lesson in Greek language and studies (the history, geography and civilization of Greece, and religious instruction) so that they can retain and cultivate the sense of national identity which is essential to their normal emotional and social development.

2. For the children who, because their parents plan to return to Greece or because they have difficulty in adjusting, do not attend ordinary schools in the host countries:

(a) the setting up of schools or classes in which the basic subjects will be taught in Greek, with the host country bearing the main cost and with both countries (the host country and Greece) sharing the responsibility for teaching, and

(b) the establishment and consolidation of unmixed schools and classes for Greek children with Greek as the language of tuition.

The Greek Ministry of Education also wishes to participate in the compilation of suitable syllabuses, in the selection of textbooks and other teaching material, and in the training of properly qualified teaching staff. In another context it already organizes reception classes and remedial help for returning Greek children who experience difficulty in adjusting to the Greek educational system.

In line with its views as expressed above, the Ministry of Education believes that the immediate and universal implementation of Directive 486/77 which provides for the organization of native language and civilization classes for the children of migrant workers would contribute positively to the achievement of the desired objectives, particularly in view of the fact that a substantial number of the migrant workers' children from the Member States (incuding Greece) currently receive no tuition in these subjects. The Ministry also wishes to stress its view that this subject should form an integral part of the children's regular daily curriculum and extend over 5-6 hours per week. It also stresses the need for the scope of the directive to be extended to stipulate the establishment of classes or schools, in which much of the tuition would be in the mother tongue, for the benefit of children who are destined ultimately to integrate back into the educational systems of their countries of origin.

F. THE EDUCATION OF CHILDREN FROM FOREIGN COUNTRIES

On 14 December 1983 a Presidential Decree (No.494) was issued on the creation of reception classes for the education of children of nationals of Member States and non-Member States of the European Community. The decree aims to make legislation conform to Directive 77/486 and applies to all children whose parents are resident in Greece or work or have worked in Greece. The education will be free and consists of classes in the Greek language and other subjects suited to the particular needs of the pupils, and in the language of the country or origin. Classes will be formed in nursery, primary and lower secondary schools in Greece on condition that at least eight children have the same mother-tongue.

At the moment, the nine years of compulsory schooling for the children of foreigners from both EC and non-Community countries, who work and are resident in Greece, is mainly provided by private schools which operate in the major Greek cities where foreign communities exist. A detailed, timetabled programme of lessons is used in these schools, devised in cooperation with the diplomatic and consular authorities of the country of origin.

There were 5,539 foreign pupils altogether during the school year 1982-83; of which 36.5%, or 2,024 pupils, who are scattered throughout the country, attended Greek schools.

G. ADULT EDUCATION

Adult education is being reorganised and given special attention. In every prefecture (nomos) a five person council will be set up to assess existing needs, develop and coordinate specific programmes.

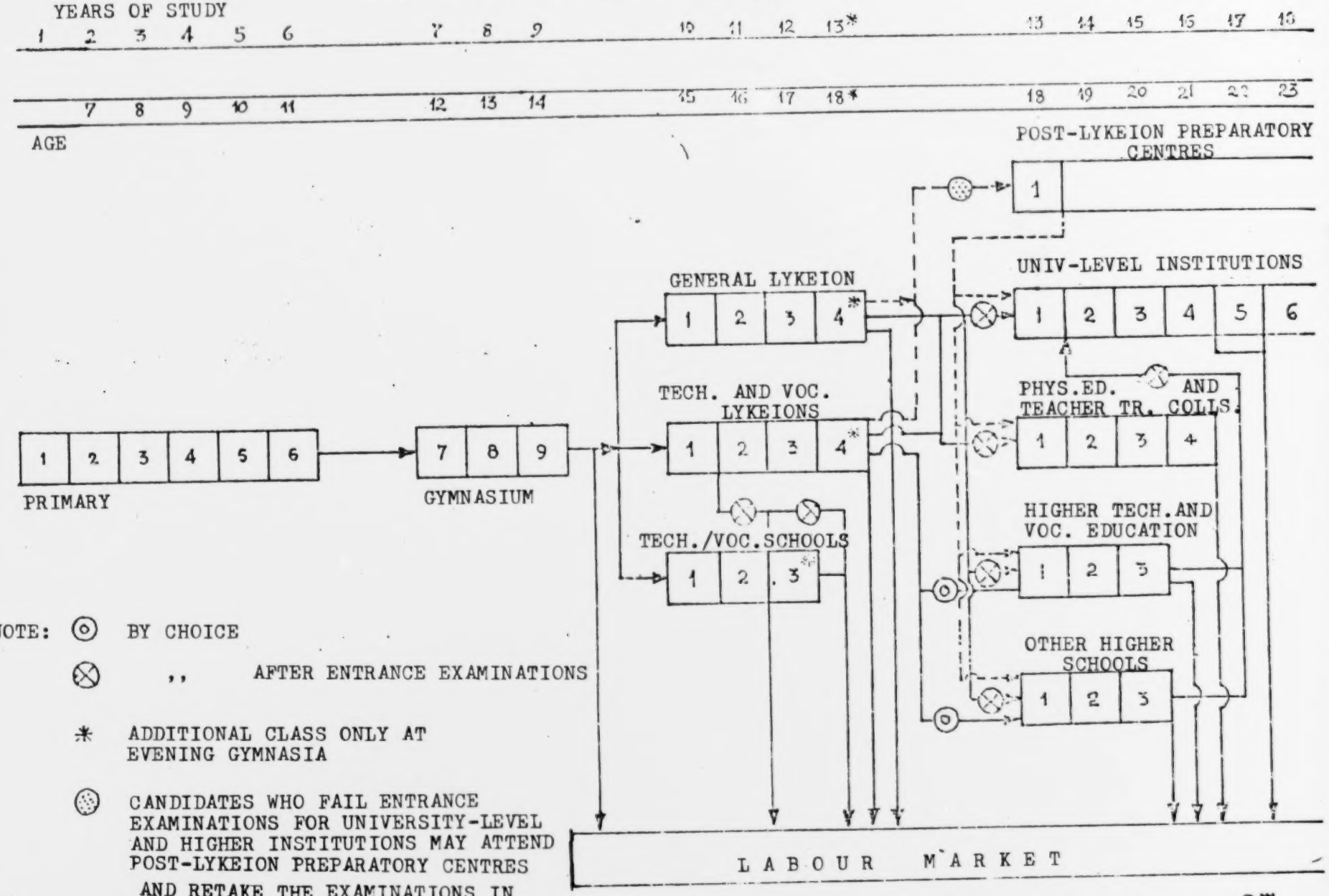
The post of General Secretary for Adult Education (laiki epimorphosi) has been created in the Ministry of Education. The newly appointed General Secretary has stated that the aim of this type of education is to meet the substantial educational needs of certain strata of society. It will be available to men and women of all ages and all educational levels.

A N N E X

Statistical data
presented by
Dr Demetrios Stengos
Greek EURYDICE Unit

TABLE 1

STRUCTURE OF THE GREEK EDUCATIONAL SYSTEM


YEARS OF STUDY
1 2 3 4 5 6 7 8 9 10 11 12 13* 13 14 15 16 17 18
7 8 9 10 11 12 13 14 15 16 17 18* 18 19 20 21 22 23
AGE
PRIMARY
GYMNASIUM
GENERAL LYKEION
TECH. AND VOC. LYKEIONS
TECH./VOC.SCHOOLS
POST-LYKEION PREPARATORY CENTRES
UNIV-LEVEL INSTITUTIONS
PHYS.ED. AND TEACHER TR. COLLS.
HIGHER TECH.AND VOC. EDUCATION
OTHER HIGHER SCHOOLS
LABOUR MARKET

NOTE: ⊙ BY CHOICE

⊗ ,, AFTER ENTRANCE EXAMINATIONS

* ADDITIONAL CLASS ONLY AT EVENING GYMNASIA

⊙ CANDIDATES WHO FAIL ENTRANCE EXAMINATIONS FOR UNIVERSITY-LEVEL AND HIGHER INSTITUTIONS MAY ATTEND POST-LYKEION PREPARATORY CENTRES AND RETAKE THE EXAMINATIONS IN THE FOLLOWING YEAR

Table 2. Basic data on pre-school education for the period from 1971/72 to 1982/83

	PRE-SCHOOL									Pupils (state and private)	
	PUPILS			SCHOOL UNITS			TEACHERS				
	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	TOTAL	STATE SCHOOLS	STATE SCHOOL %	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	per school unit	per teacher
1971-72	91.178	74.986	82	2.448	2.090	85	2.853	2.343	82	37	32
1972-73	101.285	83.935	82	2.867	2.507	87	3.355	2.811	84	35	30
1973-74	108.358	90.978	84	3.067	2.698	88	3.737	3.156	84	35	29
1974-75	109.643	93.236	85	3.258	2.861	88	4.025	3.419	85	34	27
1975-76	108.357	92.637	85	3.279	2.871	88	4.137	3.526	85	33	26
1976-77	118.120	100.913	85	3.481	3.054	88	4.504	3.839	85	34	26
1977-78	122.638	106.480	87	4.036	3.618	90	4.978	4.354	87	30	25
1978-79	133.706	118.711	89	4.417	4.030	91	5.410	4.855	90	30	25
1979-80	140.232	125.974	90	4.596	4.246	92	5.800	5.262	91	31	24
1980-81	142.520	128.582	90	4.752	4.434	93	6.146	5.610	91	30	23
1981-82	148.843	135.827	91	4.905	4.594	94	6.342	5.808	92	28	21
1982-83	146.612	136.159	93	5.020	4.783	95	6.483	6.056	93	27	21

Table 3. Basic data on primary education for the period from 1971/72 to 1982/83

	PRIMARY									Pupil (state and private	
	PUPILS			SCHOOL UNITS			TEACHERS				
	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	TOTAL	STATE SCHOOLS	STATE SCHOOLS %	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	per school unit	per teacher
1971-72	910.728	839.151	92	9.750	9.049	93	29.568	26.862	91	93	31
1972-73	913.972	839.307	92	9.736	9.041	93	28.424	25.670	90	94	32
1973-74	925.495	848.573	92	9.738	9.037	93	29.921	26.997	90	95	31
1974-75	929.903	855.785	92	9.729	9.031	93	30.552	27.609	90	96	30
1975-76	937.123	863.591	92	9.694	9.003	93	31.016	28.049	90	97	30
1976-77	938.597	863.851	92	9.743	9.051	93	32.665	29.612	91	96	29
1977-78	931.860	864.283	93	9.777	9.117	93	33.816	31.097	92	95	28
1978-79	922.740	859.604	93	9.654	9.314	96	32.638	30.674	94	96	28
1979-80	910.576	850.618	93	9.583	9.009	94	33.466	31.141	93	95	27
1980-81	902.558	844.064	94	9.541	9.008	94	36.168	33.707	93	95	25
1981-82	901.209	840.766	93	9.551	9.091	95	33.947	31.624	93	94	27
1982-83	892.509	838.582	94	9.349	8.896	95	34.054	31.884	94	95	26

Table 4. Basic data on upper and lower cycle general secondary education for the period from 1971/72 to 1982/83

	GYMNASIA AND GENERAL LYKEIONS									Pupils per	
	PUPILS			TEACHERS			SCHOOL UNITS			school unit	teacher
	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	TOTAL	AT STATE SCHOOLS	STATE SCHOOL %	TOTAL	STATE	%		
1971-72	477.745	417.028	87	13.412	11.871	89	940	747	79	508	36
1972-73	490.867	427.736	87	14.935	13.330	89	1.018	837	82	482	33
1973-74	504.031	438.048	87	16.595	15.016	90	1.111	844	76	454	30
1974-75	519.367	454.805	88	17.624	16.060	91	1.137	847	74	457	29
1975-76	547.016	486.747	89	18.719	17.179	92	1.160	890	77	472	29
1976-77	562.695	509.499	91	21.797	20.384	94	2.106	1.656	79	279	26
1977-78	581.236	535.615	92	24.252	21.128	87	2.209	1.769	83	263	24
1978-79	586.692	550.424	94	26.446	22.786	86	2.214	1.866	84	265	22
1979-80	613.720	582.790	95	28.515	25.709	90	2.168	1.922	89	283	22
1980-81	648.742	621.891	96	31.057	28.729	92	2.253	2.038	90	288	21
1981-82	671.364	642.970	96	32.228	29.595	92	2.337	2.133	91	287	21
1982-83	682.994	657.978	96	31.790	30.149	95	2.395	2.222	93	285	21

Table 5

Weekly hours of tuition at the gymnasium by subject and class

Subjects	CLASSES		
	1	2	3
1. Religion	2	2	2
2. Ancient Greek (in translation)	4	4	4
3. Modern Greek	5	4	4
4. History	3	2	2
5. Citizenship	-	-	1
6. Mathematics	4	4	4
7. Foreign Language	3	3	3
8. Geography	3*	2*	2*
9. Physics	-	2	2
10. Chemistry	-	1	1
11. Anthropology	-	2**	-
12. Biology	3**	-	2**
13. Music	1	1	1
14. Crafts	2	1	-
15. Physical Education	2	2	2
16. Home Economics	1	1	2
17. School Vocational Guidance	1*	-	1*
18. Cultural Activities	-	1	-
TOTAL	30	30	30

* only in the first three months

** only in the second three months

Table 6

Weekly hours of tuition by subject for classes 1 and 2 at the general lykeion

Subjects	Classes	
	1	2
1. Religion	2	2
2. Modern Greek	4	3
3. Ancient Greek	7/6	7
4. History	2	2
5. Citizenship	-	-
6. Philosophy	-	-
7. Psychology	-	1
8. Mathematics	4*/5**	6*/5**
9. Cosmography	-	-/1
10. Physics	3	3
11. Chemistry	1	2*/1**
12. Geography/Mineralogy/ Economic Geography	1	-
13. Anthropology/Hygiene/ Biology	-	1
14. Foreign Language	3	2
15. Physical Education	2	1*/2**
16. Crafts	1	-
17. School Vocational Guidance	-	1***
TOTAL	30	30

* only in the first three months
** only in the second three months
*** only in the third three months

Table 7

Weekly hours of tuition by subject for class 3 at the general lykeion

A. General education subjects for all pupils	Class 3
Religion	1
Philosophy	1
History	2
Citizenship	2
Foreign Language	2
Physical Education	2
TOTAL	10

B. Option stream subjects	Option streams				
	A*	B*	C*	D*	E**
Modern Greek	4	4	4	4	4
Ancient Greek	-	-	8	-	-
Foreign Language	-	-	-	-	3
Latin	-	-	4	-	-
History	-	-	4	-	-
Mathematics	8	4	-	4	-
Physics	5	5	-	-	-
Chemistry	3	3	-	-	-
Environment and Health	-	-	-	-	1
Anthropology/Biology	-	4	-	-	-
Sociology	-	-	-	4	2
Economics	-	-	-	4	-
Applied Economics	-	-	-	4	-
Office Organization/Operation	-	-	-	-	2
Production and Administration Process	-	-	-	-	4
TOTAL	20	20	20	20	20
OVERALL TOTAL (General and Options)	30	30	30	30	30

* Option streams A,B,C,D, - which lead towards tertiary education - first took effect in the 1982/83 school year.

** Option stream E, which does lead towards tertiary education, first took effect in the 1983/84 school year.

Table 8

Data on general secondary education and middle technical and vocational education for the year 1982/83

	Pupils			School units		Teaching staff			pupils per	
	Total	Male	State	Total	State	Total	Male	State	school unit	teacher
Pre-school education	146612	74940	136159	5020	4783	6483	0	6056	29	23
Primary Education	892509	460261	838582	9349	8896	34057	17895	31884	95	26
Gymnasia	438937	231788	424473	1520	1420	19575	7506	18596	289	22
General lykeions	244057	111529	233505	875	802	12215	6846	11553	297	20
Technical lykeions*	34986	31326	34462	140	130	-	-	9670	250	9
Vocation lykeions*	31286	12362	30947	139	133	-	-		225	
New-type schools*	20912	18826	11853	171	110	-	-		122	

* The figures for technical and vocational education are for the 1981/82 school year.

Sources: a) National Statistical Service of Greece press release, 1983.
b) Middle Technical and Vocational Education Data, Ministry of Education, 1982.

Table 9

SPECIALIZATION SECTORS AND DEPARTMENTS

TECHNICAL AND VOCATIONAL LYKEION

SECTORS (choice made in class 2)	DEPARTMENTS (choice made in class 3)
1. MECHANICS	1.1 Heating and Refrigeration 1.2 Industrial Installations and Industrial Production
2. ELECTRICAL	2.1 Electrical Installations
3. ELECTRONICS	3.1 Electronic Installations and Automation
4. CONSTRUCTION	4.1 Road Building and Hydraulic Works 4.2 Building Construction 4.3 Civil Engineering and Architectural Drawing
5. CHEMISTRY AND METALLURGY	5.1 Chemical Laboratory Work 5.2 Mining Technology 5.3 Chemical Technology
6. APPLIED ARTS	6.1 Interior Decorating 6.2 Printing 6.3 Ceramics Painting and Class Decoration
7. TEXTILES	7.1 Weaving 7.2 Spinning 7.3 Dyeing 7.4 Knitting
8. BUSINESS ADMINISTRATION	8.1 Office Clerk Training 8.2 Accounts Clerk Training
9. AGRICULTURE AND ANIMAL HUSBANDRY	9.1 Plant Production 9.2 Agro-Industrial Cooperatives and Farm Holdings 9.3 Agricultural Machinery 9.4 Animal Production
10. MERCHANT MARINE ORIENTATION	

Table 10

SPECIALIZATION SECTORS AND DEPARTMENTS

TECHNICAL AND VOCATIONAL SCHOOLS (NEW TYPE)

SECTOR (choice made in class 1)	SPECIALIZATION (choice made in class 2)
A. MECHANICS	A.1 I/C Engine Repair A.2 Loom Maintenance A.3 Refrigeration A.4 Auto Mechanics A.5 Coach Building A.6 Welding and Metal Fabrication A.7 Fitting
B. ELECTRICAL	B.1 Electrical wiring B.2 Auto Electrics B.3 Electrical Machines and Lift Systems Repair
C. ELECTRONIC	C.1 Radio and Television Repair
D. CONSTRUCTION	D.1 Concrete Works D.2 Bricklaying and Stuccoing D.3 Covering and Marble Work
E. OFFICE AND STORE CLERICAL WORK	E.1 Store Clerical Work E.2 Keypunch and Telex Operating E.3 Pharmacy Store Work
F. JEWELLERY	F.1 Jewellery-making
G. WATCHMAKING	G.1 Watchmaking and Clock Repair
H. CUTTING AND TAILORING	H.1 Cutting and Tailoring and Women's Dressmaking
I. TEXTILE ASSISTANTS	I.1 Spinning I.2 Weaving I.3 Knitting I.4 Dyeing
J. AGRICULTURE & ANIMAL HUSBANDRY	J.1 Flower Care and Gardening

Table 12

DATA ON SCHOOLS WHICH PROVIDE TRAINING AND IN-SERVICE TRAINING FOR TEACHERS (1981/82)

	Students		Classes	Graduating students	Teaching staff	
	Total	Males			Total	Males
1. Teacher Training Colleges	3702	1958	79	1594	252	180
2. Nursery Teacher Schools	1262	0	23	481	45	24
3. Physical Education Schools	1976	1194	73	182	114	84
4. Home Economics Schools	182	0	4	75	19	9
5. Schools for Vocational Education Teachers	518	345	12	233	25	20
6. In-service Training Schools for Secondary Education Teachers	606	332	38	380	156	128
7. In-service Training Schools for Primary Teachers	663	422	17	344	89	76
8. Ecclesiastical Schools	384	384	10	96	45	44
T o t a l s	9293	4635	256		745	565

Source: Data on Schools for the Training and In-service Training of Teaching Staffs, Ministry of Education, 1982

Table 13

HIGHER TECHNICAL AND VOCATIONAL TEACHING STAFF FIGURES BY EMPLOYMENT-BASIS CATEGORY (1981/82)

By category	Teaching staff	
	Total	Males
On permanent establishment	1110	
Permanently established staff actually in service		818
Hourly-paid teaching staff	1375	1098

Source: Data on Schools of Higher Technical and Vocational Education, Ministry of Education, 1982

Table 14

giving details of the universities and university-level institutions, their faculties, departments, degrees, specializations and durations of study

Source: Directorate for Statistical and Organizational Research
Research and Statistics Division, Ministry of Education, 1983

Table 14

A. UNIVERSITY OF ATHENS

FACULTY	DEPARTMENT	DEGREE	SPECIALIZATION	DURATION OF STUDY
- Theology	a) Theology	Theology		8 semesters
	b) Pastoral Care	Pastoral Care		,, ,,
- Law, Economics and Political Science	a) Law	Law		,, ,,
	b) Political Science & Public Administration	Political Science & Public Admin.		,, ,,
	c) Economics	Economics		,, ,,
- Arts	a) Philosophy	Philosophy	i) Philology	,, ,,
			ii) History & Archaeology	,, ,,
			iii) Philosophy	,, ,,
			iv) Byzantine & Modern Greek Studies	,, ,,
	b) English Language & Literature	English Language & Literature		,, ,,
	c) French Language & Literature	French Language & Literature		,, ,,
	d) German Language & Literature	German Language & Literature		,, ,,
- Applied Sciences	a) Physics	Physics		,, ,,
	b) Chemistry	Chemistry		,, ,,
	c) Biology	Biology		,, ,,
	d) Mathematics	Mathematics		,, ,,
	e) Geology	Geology		,, ,,

Table 14 (A. Athens contd.)

FACULTY	DEPARTMENT	DEGREE	SPECIALIZATION	DURATION OF STUDY
- Land-related Sciences	a) Agriculture	Agriculture		10 semesters
	b) Forestry	Forestry		,, ,,
	c) Veterinary Medicine	Veterinary Medicine		,, ,,
- Engineering (Polytechneion)	a) Civil Engineering	Civil Engineering		,, ,,
	b) Architecture	Architecture		,, ,,
	c) Mech. Engineering	Mech. Engineering		,, ,,
	d) Elec. Engineering	Elec. Engineering		,, ,,
	e) Chem. Engineering	Chem. Engineering		,, ,,
	f) Surveying	Surveying		,, ,,
	g) General(1)			
	Physical Education & Sport Studies(2)	Physical Education & Sport Studies		8 semesters
	Education (Primary)(3)	Primary Teaching		,, ,,
	Education (Nursery)(3)	Nursery Teaching		,, ,,

NOTE: (1) This department exists but does not award degrees
(2) This department will open in 1983/84
(3) This department will open in 1984/85

Table 14 (A. Athens contd.)

FACULTY	DEPARTMENT	DEGREE	SPECIALIZATION	DURATION OF STUDY
- HEALTH SCIENCES	a) Medicine	Medicine		12 semesters
		Nursing		8 semesters
	b) Dentistry	Dentistry		10 semesters
	c) Pharmacy	Pharmacy		8 semesters

Table 14 (contd.) B. UNIVERSITY OF THESSALONIKI

FACULTY	DEPARTMENT	DEGREE	SPECIALIZATION	DURATION OF STUDY
- Theology	a) Theology	Theology		8 semesters
	b) Pastoral Care	Pastoral Care		,, ,,
- Law & Economics	a) Law	Law		,, ,,
	b) Economics	Economics		,, ,,
- Arts	a) Philosophy	Philosophy	i) Classical Studies	,, ,,
			ii) Byzantine & Modern Greek Studies	,, ,,
			iii) Philosophy	,, ,,
			iv) History	,, ,,
			v) Archaeology & Art	,, ,,
			vi) Psychology & Education	,, ,,
			vii) Linguistics	,, ,,
	b) English Language & Literature	English Lang. & Literature		,, ,,
	c) French Language & Literature	French Lang. & Literature		,, ,,
	d) German Language & Literature	German Lang. & Literature		,, ,,
	e) Italian Language & Literature	Italian Lang. & Literature		,, ,,
- Health Sciences	a) Medicine	Medicine		12 semesters
	b) Dentistry	Dentistry		10 semesters
	c) Pharmacy	Pharmacy		8 semesters

Table 14 (B. Thessaloniki contd.)

FACULTY	DEPARTMENT	DEGREE	SPECIALIZATION	DURATION OF STUDY
- Applied Sciences	a) Physics	Physics		8 semesters
	b) Mathematics	Mathematics		,, ,,
	c) Chemistry	Chemistry		,, ,,
	d) Biology	Biology		,, ,,
	e) Geology	Geology		,, ,,
- Land-related Sciences	a) Agriculture	Agriculture		10 semesters
	b) Forestry	Forestry		,, ,,
	c) Veterinary Medicine	Veterinary Medicine		,, ,,
- Engineering (Polytechneion)	a) Civil Engineering	Civil Engineering		,, ,,
	b) Architecture	Architecture		,, ,,
	c) Mech. Eng.	Mech. Eng.		,, ,,
	d) Elec. Eng.	Elec. Eng.		,, ,,
	e) Chem. Eng.	Chem. Eng.		,, ,,
	f) Surveying	Surveying		,, ,,
	g) General(1)			
	Physical Education(2) & Sports Studies	Physical Education & Sports Studies		8 semesters
	Education (Primary)(3)	Primary Teaching		,, ,,
	Education (Nursery)(3)	Nursery Teaching		,, ,,

NOTE: (1) This department exists but does not award degrees
(2) This department will open in 1983/84
(3) This department will open in 1984/85

Table 14 contd. C. THE NATIONAL POLYTECHNIC OF METSOVO

FACULTY	DEPARTMENT	DEGREE	SPECIALIZATION	DURATION OF STUDY
	a) Civil Engineering	Civil Engineering	i) Public Works Engineering	10 semesters
			ii) Water Engineering	,, ,,
			iii) Transport Engineering	,, ,,
	b) Electrical Engineering	Elec. Eng.	i) Power Engineering	,, ,,
			ii) Electrical & Electronic Eng.	,, ,,
	c) Architecture	Architecture		,, ,,
	d) Chemical Engineering	Chem. Eng.		,, ,,
	e) Mining Engineering & Metallurgy	Mining Engineering & Metallurgy		,, ,,
	f) Surveying	Surveying		,, ,,
	g) Mechanical Engineering	Mech. Eng.	i) Mech. Eng.	,, ,,
			ii) Production Engineering	,, ,,
			iii) Nautical Engineering	,, ,,
	h) General *			

NOTE: * This department exists but does not award degrees

Table 14 contd. OTHER UNIVERSITY-LEVEL INSTITUTIONS

INSTITUTION	DEPARTMENT	DEGREE	SPECIALIZATION	DURATION OF STUDY
D. The School of Economics & Commercial Studies (ASOEE)	Economics & Business Administration	Economics & Business Admin.	a) Economics b) Business Admin	8 semesters ,, ,,
E. The Panteios School of Political Science (PASPE)	Political Science & Public Administration	Political Science & Public Admin.	a) Political Science b) Public Admin.	8 semesters ,, ,,
F. The Athens School of Agriculture (AGSA)	Agriculture	Agriculture	a) Agricultural Economics b) Plant Science c) Animal Science d) Agricultural Industries e) Land Improvement & Ag. Machinery	10 semesters ,, ,, ,, ,, ,, ,, ,, ,,
G. The Piraeus Industrial School (ABSP)	Economics & Business Administration	Economics & Business Admin.	a) Economics b) Business Admin.	8 semesters ,, ,,
H. The Thessaloniki Industrial School (ABS.TH.)	Economics & Business Administration	Economics & Business Admin.	a) Economics b) Business Admin.	8 semesters ,, ,,
I. The School of Fine Arts	Fine Arts		a) Painting b) Sculpture c) Engraving	10 semesters ,, ,, ,, ,,

Table 14 contd. J. UNIVERSITY OF PATRAS

FACULTY	DEPARTMENT	DEGREE	SPECIALIZATION	DURATION OF STUDY
- Applied Sciences	a) Mathematics	Mathematics		8 semesters
	b) Physics	Physics		,, ,,
	c) Chemistry	Chemistry		,, ,,
	d) Biology	Biology		,, ,,
	e) Geology	Geology		,, ,,
- Engineering	a) Civil Engineering	Civil Eng.		10 semesters
	b) Mechanical Engineering	Mech. Eng.		,, ,,
	c) Electrical Engineering	Elec. Eng.		,, ,,
	d) Chemical Engineering	Chem. Eng.		,, ,,
	e) Computer Science & Information Processing	Computer Science & Information Processing		,, ,,
- Health Sciences	a) Medicine	Medicine		12 semesters
	b) Pharmacy	Pharmacy		8 semesters
	Education (Primary)(1)	Primary Teaching		8 semesters
	Education (Nursery)(1)	Nursery Teaching		,, ,,

NOTE: These departments will open in 1984/85

Table 14 contd. K. UNIVERSITY OF THRACE

FACULTY	DEPARTMENT	DEGREE	SPECIALIZATION	DURATION OF STUDY
- Engineering	a) Civil Engineering	Civil Eng.		10 semesters
	b) Electrical Engineering	Elec. Eng.	i) Electrical & Electronic Electronic Engineering	,, ,,
			ii) Power Engineering	,, ,,
	Law	Law		8 semesters
	Medicine	Medicine (Not yet operating)		
	* Education(Primary)	Primary Teaching		,, ,,
	* Education(Nursery)	Nursery Teaching		,, ,,

NOTE: * These departments will open in 1984/85

Table 14 contd. L. UNIVERSITY OF IOANNINA

FACULTY	DEPARTMENT	DEGREE	SPECIALIZATION	DURATION OF STUDY
- Applied Sciences	a) Mathematics	Mathematics		8 semesters
	b) Physics	Physics		,, ,,
	c) Chemistry	Chemistry		,, ,,
	Philosophy	Philosophy	a) Classical Studies	,, ,,
			b) Mediaeval & Modern Greek Studies	,, ,,
			c) History	,, ,,
	Medicine	Medicine		12 semesters
	Education (Primary)(1)	Primary Teaching		8 semesters
	Education (Nursery)(1)	Nursery Teaching		,, ,,

NOTE: (1) These departments will open in 1984/85

Table 14 contd. M. UNIVERSITY OF CRETE

FACULTY	DEPARTMENT	DEGREE	SPECIALIZATION	DURATION OF STUDY
- Arts	a) Philology	Philology		8 semesters
	b) History & Archaeology	History & Archaeology		,, ,,
	c) Philosophy & Social Studies	Philosophy & Social Studies		,, ,,
- Physics & Mathematics	a) Mathematics	Mathematics		,, ,,
	b) Physics	Physics		,, ,,
	c) Biology	Biology		,, ,,
	d) Computer Science	Computer Science		
	e) Chemistry	Chemistry		,, ,,
	f) Geology	Geology		,, ,,
- Health Sciences(1)	a) Medicine	Medicine		12 semesters
	b) Dentistry	Dentistry		10 semesters
	c) Nursing & Health Specializations	Nursing & Health Specializations		8 semesters
	Education(Primary)(2)	Primary Teaching		8 semesters
	Education(Nursery)(2)	Nursery Education		,, ,,

NOTE: (1) This faculty is not yet functioning
(2) These departments will open in 1984/85

Table 14 contd. N. THE POLYTECHNIC OF CRETE *

FACULTY	DEPARTMENT	DEGREE	SPECIALIZATION	DURATION OF STUDY
	a) Mechanical Engineering	Mech. Eng.		10 semesters
	b) Chemical Engineering	Chem. Eng.		,, ,,
	c) Electronic Engineering	Electronic Eng.		,, ,,
	d) Production Engineering & Administration	Production Eng. & Administration		,, ,,
	e) Mineral Resources Engineering	Mineral Resources Eng.		,, ,,
	f) General (this department does not award degrees)			

NOTE: * None of the departments of this institution are yet functioning

Table 15

Student and teaching staff numbers in the university-level institutions. Lecturer/student ratios for 1982/83.

1. UNIVERSITY OF ATHENS

DEPARTMENT	NUMBER OF STUDENTS	LECTURERS WITH DOCTORATES	LECTURERS WITHOUT DOCTORATES	DOCTORAL STAFF/ STUDENT RATIO	LECTURER/ STUDENT RATIO (OVERALL)
1. THEOLOGY	1127	28	7	1 : 40	1 : 32
2. PASTORAL CARE	413	18	15	1 : 23	1 : 13
3. LAW	6175	81	58	1 : 76	1 : 44
4. POLITICAL SCIENCE & PUBLIC ADMIN.	3508	7	5	1 :501	1 :292
5. PHILOSOPHY	3258	94	101	1 : 35	1 : 17
6. ENGLISH LANG. & LITERATURE	1447	6	12	1 :241	1 : 80
7. FRENCH LANG. & LITERATURE	1323	12	6	1 :110	1 : 74
8. GERMAN LANG. & LITERATURE	485	2	1	1 :243	1 :162
9. PHYSICS *	1321	90	33	1 : 15	1 : 11
10. CHEMISTRY *	647	59	25	1 : 11	1 : 8
11. MATHEMATICS *	2634	46	46	1 : 57	1 : 27
12. BIOLOGY *	362	43	25	1 : 8	1 : 5
13. GEOLOGY *	305	39	24	1 : 8	1 : 5
14. PHARMACY *	704	24	3	1 : 29	1 : 26
15. ECONOMICS	5371	23	14	1 :234	1 :149
16. MEDICINE	2930	538	52	1 : 5	1 : 5
17. DENTISTRY	1211	59	57	1 : 21	1 : 10
T o t a l s	33221	1169	484	1 : 28 (average)	1 : 20 (average)

Table 15 (contd.)

2. UNIVERSITY OF THESSALONIKI

DEPARTMENT	NUMBER OF STUDENTS	LECTURERS WITH DOCTORATES	LECTURERS WITHOUT DOCTORATES	DOCTORAL STAFF/ STUDENT RATIO	LECTURER/ STUDENT RATIO OVERALL
1. THEOLOGY	909	22	21	1 : 41	1 : 21
2. PASTORAL CARE	416	11	6	1 : 38	1 : 24
3. LAW	3049	58	62	1 : 53	1 : 25
4. ECONOMICS	2318	17	18	1 : 136	1 : 66
5. PHILOSOPHY	1515	87	74	1 : 17	1 : 9
6. ENGLISH LANG. & LITERATURE	990	6	6	1 : 165	1 : 82
7. FRENCH LANG. & LITERATURE	802	6	3	1 : 134	1 : 89
8. GERMAN LANG. & LITERATURE	331	2	3	1 : 166	1 : 66
9. ITALIAN LANG. & LITERATURE	237	-	5	-	1 : 47
10. MEDICINE	2493	312	153	1 : 8	1 : 5
11. DENTISTRY	989	47	63	1 : 21	1 : 9
12. VETERINARY* MEDICINE	550	69	35	1 : 8	1 : 5
13. PHYSICS	1280	55	49	1 : 23	1 : 12
14. MATHEMATICS	1243	34	15	1 : 37	1 : 25
15. CHEMISTRY	596	48	51	1 : 12	1 : 6
16. PHARMACY	507	10	15	1 : 51	1 : 20
17. BIOLOGY	543	36	27	1 : 15	1 : 9
18. GEOLOGY	406	32	16	1 : 13	1 : 8
19. AGRICULTURE	795	63	58	1 : 12	1 : 7
20. FORESTRY & ECOLOGY	461	26	30	1 : 18	1 : 8
21. CIVIL ENG.	1076	40	69	1 : 27	1 : 10
22. ARCHITECTURE	497	31	62	1 : 16	1 : 5
23. MECH. ENG.	610	10	31	1 : 61	1 : 15
24. ELEC. ENG.	568	15	25	1 : 38	1 : 14
25. CHEM. ENG.	366	20	41	1 : 18	1 : 6
26. SURVEYING	390	14	21	1 : 28	1 : 11
27. GENERAL	-	16	19	-	-
T o t a l s	23937	1087	978	1 : 22 (average)	1 : 12 (average)

Table 15 (contd.)

3. UNIVERSITY OF PATRAS

DEPARTMENT	NUMBER OF STUDENTS	LECTURERS WITH DOCTORATES	LECTURERS WITHOUT DOCTORATES	DOCTORAL STAFF/ STUDENT RATIO	LECTURER/ STUDENT RATIO (OVERALL)
1. MATHEMATICS	1027	32	17	1 : 32	1 : 21
2. PHYSICS	506	28	29	1 : 18	1 : 9
3. CHEMISTRY	247	35	11	1 : 7	1 : 5
4. PHARMACY	219	3	-	1 : 73	-
5. BIOLOGY	194	29	16	1 : 7	1 : 4
6. GEOLOGY	181	11	2	1 : 16	1 : 14
7. CIVIL ENG.	453	13	15	1 : 35	1 : 16
8. MECH. ENG.	361	22	32	1 : 16	1 : 7
9. ELEC. ENG.	448	17	32	1 : 26	1 : 9
10. CHEM. ENG.	166	6	8	1 : 28	1 : 12
11. COMPUTER SCIENCE & INFORMATION PROCESSING	163	3	4	1 : 54	1 : 23
12. GENERAL	-	3	2	-	-
13. MEDICINE	594	46	36	1 : 13	1 : 7
T o t a l s	4559	248	204	1 : 18 (average)	1 : 10 (average)

Table 15 (contd.)

4. UNIVERSITY OF IOANNINA

DEPARTMENT	NUMBER OF STUDENTS	LECTURERS WITH DOCTORATES	LECTURERS WITHOUT DOCTORATES	DOCTORAL STAFF/ STUDENT RATIO	LECTURER/ STUDENT RATIO (OVERALL)
1. PHILOSOPHY	1259	69	51	1 : 18	1 : 10
2. MATHEMATICS	391	32	17	1 : 12	1 : 8
3. PHYSICS	345	32	23	1 : 11	1 : 6
4. CHEMISTRY	175	29	28	1 : 6	1 : 3
5. MEDICINE	488	41	29	1 : 12	1 : 7
T o t a l s	2658	203	148	1 : 13 (average)	1 : 8 (average)

5. UNIVERSITY OF THRACE

1. LAW	1420	23	46	1 : 62	1 : 21
2. CIVIL ENG.	418	24	54	1 : 17	1 : 5
3. ELEC. ENG.	204	19	37	1 : 11	1 : 4
4. MEDICINE	-	-	-	-	-
T o t a l s	2042	66	137	1 : 8 (average)	1 : 10 (average)

Table 15 (contd.)

6. THE NATIONAL POLYTECHNIC OF METSOVO

DEPARTMENT	NUMBER OF STUDENTS	LECTURERS WITH DOCTORATES	LECTURERS WITHOUT DOCTORATES	DOCTORAL STAFF/ STUDENT RATIO	LECTURER/ STUDENT RATIO (OVERALL)
1. CIVIL ENG.	1589	31	71	1 : 51	1 : 16
2. ELEC. ENG.	955	22	46	1 : 43	1 : 14
3. ARCHITECTURE	693	34	83	1 : 20	1 : 6
4. CHEM. ENG.	515	53	37	1 : 10	1 : 6
5. MINING ENG. & METALLURGY	338	26	16	1 : 13	1 : 8
6. SURVEYING	469	13	33	1 : 36	1 : 10
7. MECH. ENG.	854	24	48	1 : 36	1 : 12
8. NAUTICAL ENG.	319	5	10	1 : 64	1 : 21
9. GENERAL	-	70	61		
T o t a l s	5732	278	405	1 : 21 (average)	1 : 8 (average)

7. THE SCHOOL OF ECONOMICS AND COMMERCIAL STUDIES

1. ECONOMICS & BUSINESS ADMININSTRATION	2304	44	66	1 : 52	1 : 21

8. THE PIRAEUS INDUSTRIAL SCHOOL

1. ECONOMICS & BUSINESS ADMINISTRATION	5142	34	48	1 :151	1 : 63

9. THE THESSALONIKI INDUSTRIAL SCHOOL

1. ECONOMICS & BUSINESS ADMINISTRATION	4669	21	38	1 :222	1 : 79

Table 15 (contd.)

10. THE PANTEIOS SCHOOL OF POLTICAL SCIENCES

DEPARTMENTS	NUMBER OF STUDENTS	LECTURERS WITH DOCTORATES	LECTURERS WITHOUT DOCTORATES	DOCTORAL STAFF/ STUDENT RATIO	LECTURER/ STUDENT RATIO (OVERALL)
POLITICAL SCIENCE & PUBLIC ADMIN.	3978	61	87	1 : 65	1 : 27

11. THE ATHENS SCHOOL OF AGRICULTURE

AGRICULTURE	1228	92	65	1 : 13	1 : 8

12. THE SCHOOL OF FINE ARTS

FINE ARTS	371	18	12	1 : 21	1 : 12

13. UNIVERSITY OF CRETE

1. PHILOSOPHY	396	12	-	1 : 33	1 : 33
2. PHYSICS	209	10	-	1 : 21	1 : 21
3. MATHEMATICS	239	9	-	1 : 27	1 : 27
T o t a l s	844	31	-	1 : 26 (average)	1 : 26 (average)

NOTE: * Students numbers for the departments of physics, Chemistry, Mathematics, Biology, Geology and Pharmacy at the University of Athens, in the department of Veterinary Medicine at the University of Thessaloniki, and at the School of Economics and Commercial Studies (ASOEE), are for the 1981/82 academic year.

Table 16

Overall national education budget by sector for the 1983 fiscal year

Sector	Central Services	Prefectures	Total
1. General Expenditure	6,881,992,000	-	6,881,992,000
2. Primary and Continuing Education	28,400,850,000	1,977,632,000	30,378,482,000
3. Secondary Education	29,342,764,000	3,782,368,000	33,126,132,000
4. Higher Technical and Vocational Education	2,614,410,000	-	2,614,410,000
5. University-level Scientific Establishments	199,520,000	-	199,520,000
6. University-level Institutions	6,258,700,000	-	6,258,700,000
T o t a l s	86,303,000,000	5,760,000,000	92,063,000,000

Source: The General Budget for 1983, Ministry of Finance, 1982.

Table 17

Investment budget of the Ministry of Education for the 1983 fiscal year

Budget Public Investment	
1. General expenditure	1,031,000,000
2. University-level institutions	1,950,000,000
3. Higher Education	744,000,000
4. General Education expenditure	10,875,000,000
Total	14,600,000,000

Source: The General Budget for 1983, Ministry of Finance, 1982

Educational cooperation in the Community

The educational systems in Community countries vary considerably and this variety, which is the result of historic and cultural factors, itself constitutes a great wealth which should be preserved.
On the other hand it is in the interest of everyone to draw benefit from the experiences and projects of partner countries within the Community.

Educational policy makers in the European Community have long been aware of the value of information concerning innovations and changes introduced in other Member States in order that their own decisions might be well founded on the knowledge of alternative possibilities of practice, and the Member States agreed to promote close cooperation in the field of education at Community level.

In February 1976 the Council of the European Communities and the Ministers of Education adopted an action programme in the field of education. They agreed among other things to set up an information Network in order to increase and improve the circulation of information in the area of education policy.
This information Network, known as EURYDICE, is designed therefore to underpin the developing programme of educational cooperation within the European Community.

The Education Committee of the European Community which has the task of coordinating and monitoring the action programme recommended that the use of Eurydice should in the first phase be limited to those in policy making positions.
The Education Committee consists of representatives of the Member States and of the Commission.
In accordance with their own distinctive education structures, each Member State has designated at least one National Unit to participate in the Network and the Commission of the European Communities has arranged with the European Cultural Foundation the establishment of the Commission's Eurydice Unit, which is part of the Network and assists the Commission's Education Service.
Eurydice is based on the mutual cooperation of the National units and the Commission's Unit. In addition the latter coordinates and animates the network.

Eurydice's kontorer
Eurydice - Informationsstellen
Eurydice Information Units
Unités du Réseau Eurydice
Unità di informazione Eurydice
Eurydice Informatiediensten
Μονάδες του Δικτύου Πληροφοριών Ευρυδίκη

The Eurydice Central Unit
L'Unité Centrale d'Eurydice

Rue Archimède 17
B-1040 Bruxelles
Tel.: 230.03.82 / 230.03.98
Telex: 65398 eurydi b

BELGIQUE / BELGIE

Unité francophone d'Eurydice
Ministère de l'Education Nationale
Organisation des Etudes
Boulevard de Berlaimont 26-28
1000 Bruxelles
Tel.: 219.45.80 (poste 131)

Nederlandstalige nationale dienst
van Eurydice
Ministerie van Onderwijs
Rijksadministr. Centrum
Arcadengebouw / 3e verd.
1000 Brussel
Tel.: 564.24.48

DANMARK

Eurydice's Informationskontor i
Danmark
Undervisningsministeriet
Frederiksholms Kanal 25 D
1220 København K
Tel.: 92.52.02
Telex: 16939

BUNDESREPUBLIK DEUTSCHLAND

Eurydice Informationsstelle beim
Bundesministerium für Bildung und
Wissenschaft
Heinemannstrasse 2
5300 Bonn 2
Tel.: 57.21.91
Telex: 885666

Sekretariat der Ständigen Konferenz
der Kultusminister der Länder
Nassestrasse 8
5300 Bonn 1
Tel.: 50.12.70
Telex: 886587

FRANCE

Unité Nationale d'Eurydice
Ministère de l'Education Nationale
D.C.R.I.
110, rue de Grenelle
F-75007 Paris
Tel.: 539.25.75 (poste 3700)
Telex: 270925

ΕΛΛΑΣ

Ευρυδίκη
Διευθύνση Ευρωπαικών Κοινοτήτων
Τπουργείο Εθνικής Παιδείας και Θρησκευμάτων
Μητροπόλεως 15
Αθήνα 126
τηλ. 323.74.80

HELLAS

Eyridiki
Ypourgio Paidias ke Thriskevmaton
- Diefthinsi Eyropaikis Kinotitos -
Mitropoleos 15
Athina 126
Tel.: 323.74.80

IRELAND

National Eurydice Unit
Department of Education
Room 210
Marlborough Street
Dublin 1
Tel.: 74.02.07
Telex: 31136

ITALIA

L'Unità Nazionale di Eurydice
Euredit - Istituto della
Enciclopedia Italiana
Piazza Paganica 4
00186 Roma
Tel.: 623.07.01 / 622.52.04

LUXEMBOURG

Unité Nationale d'Eurydice
Ministère de l'Education Nationale
Boulevard Royal, 6
2440 Luxembourg
Tel.: 47.94.540

NEDERLAND

Nationale dienst van Eurydice
Centrale Directie Documentatie
Ministerie van Onderwijs en
Wetenschappen
Postbus 25.000
27000 LZ Zoetermeer
Tel.: 53.19.11 (poste 3487)
Telex: 32636

UNITED KINGDOM

Eurydice Unit London
National Foundation for Educational Research
The Mere, Upton Park
Slough, Berks SL1 2dQ
Tel.: 74.123

Eurydice Unit Edinburgh
Scottish Council for
Research in Education
15 St John Street
Edinburgh EH8 8JR
Tel.: 557.29.44